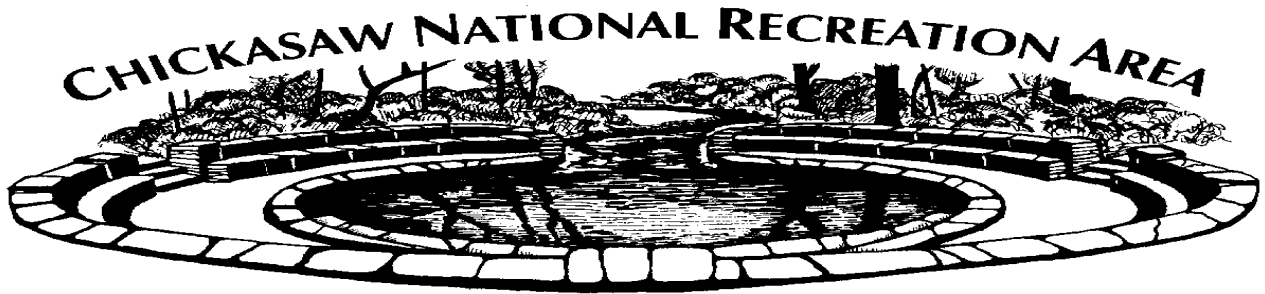




Lesson: Water & Springs



Introduction to the Lesson/Activity

The importance of water ecology; Chickasaw National Recreational Area was originally established, as Platt National Park,

for the protection of the mineral and freshwater springs within its boundaries. Lesson for grades 6th – 8th.

Objectives

Students will:

1. learn how a spring works.
2. understand the complexity of the ground water system.

3. use inquiry to lead to a better understanding of the scientific process and how springs work.

Materials

Plastic baggies
Sponges
Straws
Tape

Papers
Pencils
clipboards

Activity**Warm Up:**

Take students to Buffalo Springs or Little Niagara. Ask the students how they get their water (possible answers include: from the sink, the tap, water bottles, vending machine). Ask them where that water comes from (a lake, reservoir, water tower are all possible answers). Ask them where the water in the springs comes from.

1. Using the observation sheet, have students work in pairs to complete it. (5-10 minutes)
2. Once everyone is finished or time is up, have everyone gather around and share some of their observations. Do not ask them their questions yet.
3. Once observations are shared, ask them what questions they have—either about what they observed or about the spring. If students are shy or don't have questions, start them off by saying, "How many of you wonder where the spring's water comes from?" Then ask, "How many think a spring is manmade?"
4. Hand out the cross section sheet. Have students put their name on it and tell them that they're going to label it as it's discussed.
5. Give the demonstration.

6. Now ask students to label what they have on their paper: spring, ground water, aquifer.
7. Ask what other questions they have and answer remaining questions. If it doesn't come up, ask them to use what they've just learned and tell you what they think happens to the spring if there is a drought or an extended period without much rain.
8. Move indoors.
9. Tell them that they are now going to make their own demonstration piece to teach their family members with back home.
10. Make the demonstration spring (give written directions).

Assessment:

Have students write, in their own words, how a spring works. They should use their new vocabulary words. Have a few who think they did a great job read their paragraph aloud.

Key Vocabulary

Spring
Water table

Aquifer: an underground layer of unconsolidated rock or soil that is saturated with usable amounts of water, a zone of saturation

Essential Questions

1. What is an aquifer?
2. What is a spring?
3. What makes a spring work?

Oklahoma Pass Standards

Grade 6 - Process Standard 3 & 4
Earth/ Space Science Standard 5

Grade 7 – Earth/ Space Science Standard 5 & 6
Processing Standard 3 & 4